

Charleston Progressive

220 Nassau Street
Charleston, SC 29403

Grades	K-8 Elementary School	
Enrollment	341 Students	
Principal	Wanda Wright-Sheats	843-720-2967
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	53	60	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Good	Below Average	Yes
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

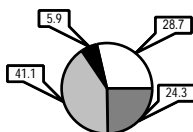
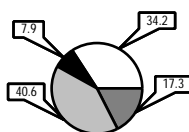
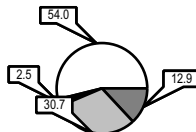
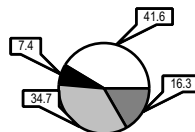
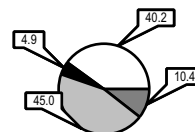
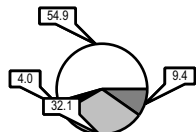
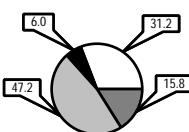
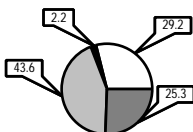
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	208	99.5	28.4	41.3	24.4	6.0	40.8	Yes	Yes
Gender									
Male	91	100.0	36.4	39.8	22.7	1.1	34.1		
Female	117	99.2	22.1	42.5	25.7	9.7	46.0		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	208	99.5	28.4	41.3	24.4	6.0	40.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	189	99.5	24.2	42.9	26.4	6.6	44.0		
Disabled	19	100.0	68.4	26.3	5.3	0.0	10.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	208	99.5	28.4	41.3	24.4	6.0	40.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	208	99.5	28.4	41.3	24.4	6.0	40.8		
Socio-Economic Status									
Subsidized meals	170	99.4	31.3	38.0	24.5	6.1	38.7	Yes	Yes
Full-pay meals	38	100.0	15.8	55.3	23.7	5.3	50.0		

Mathematics – State Performance Objective = 36.7%									
All Students	208	99.5	33.8	40.8	17.4	8.0	36.3	Yes	Yes
Gender									
Male	91	100.0	33.0	42.0	18.2	6.8	37.5		
Female	117	99.2	34.5	39.8	16.8	8.8	35.4		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	208	99.5	33.8	40.8	17.4	8.0	36.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	189	99.5	31.3	42.3	17.6	8.8	38.5		
Disabled	19	100.0	57.9	26.3	15.8	0.0	15.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	208	99.5	33.8	40.8	17.4	8.0	36.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	208	99.5	33.8	40.8	17.4	8.0	36.3		
Socio-Economic Status									
Subsidized meals	170	99.4	34.4	41.7	15.3	8.6	35.6	Yes	Yes
Full-pay meals	38	100.0	31.6	36.8	26.3	5.3	39.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	208	99.5	53.7	30.8	12.9	2.5	15.4
Gender							
Male	91	100.0	56.8	26.1	15.9	1.1	17.0
Female	117	99.2	51.3	34.5	10.6	3.5	14.2
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	208	99.5	53.7	30.8	12.9	2.5	15.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	189	99.5	50.5	32.4	14.3	2.7	17.0
Disabled	19	100.0	84.2	15.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	208	99.5	53.7	30.8	12.9	2.5	15.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	208	99.5	53.7	30.8	12.9	2.5	15.4
Socio-Economic Status							
Subsidized meals	170	99.4	56.4	27.0	14.1	2.5	16.6
Full-pay meals	38	100.0	42.1	47.4	7.9	2.6	10.5

Social Studies							
All Students	208	99.5	41.3	34.8	16.4	7.5	23.9
Gender							
Male	91	100.0	43.2	36.4	14.8	5.7	20.5
Female	117	99.2	39.8	33.6	17.7	8.8	26.5
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	208	99.5	41.3	34.8	16.4	7.5	23.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	189	99.5	38.5	35.7	17.6	8.2	25.8
Disabled	19	100.0	68.4	26.3	5.3	0.0	5.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	208	99.5	41.3	34.8	16.4	7.5	23.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	208	99.5	41.3	34.8	16.4	7.5	23.9
Socio-Economic Status							
Subsidized meals	170	99.4	44.8	31.9	16.0	7.4	23.3
Full-pay meals	38	100.0	26.3	47.4	18.4	7.9	26.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	32	96.9	12.9	16.1	38.7	32.3	71.0
	4	48	100.0	19.1	38.3	40.4	2.1	42.6
	5	31	100.0	38.7	38.7	22.6	N/A	22.6
	6	38	100.0	34.2	34.2	21.1	10.5	31.6
	7	24	100.0	30.4	65.2	4.3	N/A	4.3
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	36	100.0	8.3	16.7	47.2	27.8	75.0
	4	28	100.0	14.3	21.4	60.7	3.6	64.3
	5	46	97.8	40.9	45.5	11.4	2.3	13.6
	6	28	100.0	39.3	50.0	10.7	0.0	10.7
	7	45	100.0	34.1	51.2	14.6	0.0	14.6
	8	25	100.0	29.2	66.7	4.2	0.0	4.2
Mathematics								
2004	3	32	93.8	23.3	50.0	23.3	3.3	26.7
	4	48	100.0	29.8	48.9	17.0	4.3	21.3
	5	31	100.0	54.8	41.9	3.2	N/A	3.2
	6	38	100.0	31.6	23.7	28.9	15.8	44.7
	7	24	100.0	43.5	52.2	4.3	N/A	4.3
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	36	100.0	5.6	41.7	30.6	22.2	52.8
	4	28	100.0	17.9	25.0	39.3	17.9	57.1
	5	46	97.8	45.5	43.2	9.1	2.3	11.4
	6	28	100.0	28.6	60.7	10.7	0.0	10.7
	7	45	100.0	43.9	36.6	14.6	4.9	19.5
	8	25	100.0	62.5	37.5	0.0	0.0	0.0
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	36	100.0	30.6	27.8	41.7	0.0	41.7
	4	28	100.0	25.0	46.4	21.4	7.1	28.6
	5	46	97.8	84.1	11.4	2.3	2.3	4.5
	6	28	100.0	60.7	39.3	0.0	0.0	0.0
	7	45	100.0	46.3	39.0	9.8	4.9	14.6
	8	25	100.0	70.8	29.2	0.0	0.0	0.0
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	36	100.0	13.9	36.1	25.0	25.0	50.0
	4	28	100.0	21.4	32.1	42.9	3.6	46.4
	5	46	97.8	61.4	31.8	4.5	2.3	6.8
	6	28	100.0	46.4	32.1	21.4	0.0	21.4
	7	45	100.0	41.5	39.0	9.8	9.8	19.5
	8	25	100.0	62.5	37.5	0.0	0.0	0.0

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 341)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.6%	Down from 1.3%	4.0%	3.0%
Attendance rate	96.7%	Up from 96.5%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.9%	3.2%
Eligible for gifted and talented	8.5%	Down from 9.4%	6.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.1%	Up from 4.0%	8.0%	8.2%
Older than usual for grade	0.9%	Down from 1.3%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.1%	Up from 0.0%	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	56.0%	Down from 60.0%	50.0%	52.6%
Continuing contract teachers	0.0%	Down from 90.0%	81.1%	83.3%
Highly qualified teachers	91.7%	Down from 100.0%	92.9%	93.5%
Teachers with emergency or provisional certificates	4.3%	Down from 5.3%	2.6%	0.0%
Teachers returning from previous year	79.8%	Up from 73.3%	84.4%	87.0%
Teacher attendance rate	91.8%	Up from 90.6%	94.9%	95.0%
Average teacher salary	\$41,530	Up 0.8%	\$40,675	\$41,703
Prof. development days/teacher	22.8 days	Up from 14.7 days	12.7 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.1 to 1	17.5 to 1	18.8 to 1
Prime instructional time	85.5%	Up from 85.1%	89.2%	89.8%
Dollars spent per pupil*	\$5,634	Up 5.3%	\$6,802	\$6,242
Percent of expenditures for teacher salaries*	61.5%	Down from 67.6%	64.6%	65.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Charleston Progressive Family continues to break ground and plant seeds by putting children first. These seeds are germinating through high expectations in achieving academic excellence and meeting the challenges that develop lifelong learners academically, socially, and morally in grades K5-8.

Our academic excellence will take root through ITI: Integrated Thematic Instruction (aligned to the SC Curriculum Standards). It will be fertilized with Lifelong Guidelines and Lifeskills, MicroSociety, the project approach, multiple intelligences, differentiated instruction, cooperative learning, instructional technology, and a body-brain compatible environment, while watered with high-order thinking skills, field studies, and community resource persons.

Continuous assessment of the curriculum, along with Tungsten Benchmark assessments and PACT data, guides our goals for academic improvement. We have made significant progress in our test scores in several areas. However, reading and math still remain areas of concern on a school-wide basis. Through "Morning Math" on the elementary level, math incorporated into special areas, instructional technology, utilizing reflection books, parent workshops, and PACT-designed assessments; our students will continue to blossom.

We feel that the seeds we have planted will be in full bloom when our facility is updated, technology is fully integrated into our curriculum, our school is fully staffed, and every child at Charleston Progressive Academy has achieved to his/her fullest potential academically, socially, and morally.

Brenda W. Williams, Principal

Lonnie Hamilton III, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	15	35	18
Percent satisfied with learning environment	40.0%	82.4%	77.8%
Percent satisfied with social and physical environment	33.3%	91.4%	61.1%
Percent satisfied with school-home relations	53.3%	82.9%	61.1%

*Only students at the highest elementary school grade level at this school and their parents were included.